

HAGOOD ELEMENTARY

435 Sparks Lane
Pickens, South Carolina 29671

GRADES K-5 Elementary School

ENROLLMENT 399 Students

PRINCIPAL Karen D. Jackson 864-878-8710

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 8 | 60 | 28 | 0 | 0 |

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Average | N/A |
| 2002 | Average | Below Average | N/A |
| 2003 | Good | Below Average | Yes |
| 2004 | Good | Good | Yes |

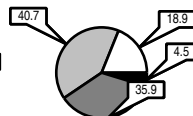
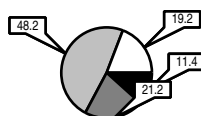
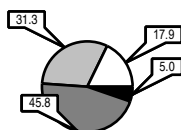
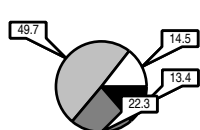
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 193 | 99.5 | 17.3 | 31.8 | 45.8 | 5.0 | 59.2 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 101 | 99.0 | 25.8 | 35.5 | 34.4 | 4.3 | 48.4 | | |
| Female | 92 | 100.0 | 8.1 | 27.9 | 58.1 | 5.8 | 70.9 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 170 | 99.4 | 15.2 | 31.0 | 48.1 | 5.7 | 62.7 | Yes | Yes |
| African-American | 18 | 100.0 | 38.9 | 38.9 | 22.2 | 0.0 | 27.8 | I/S | I/S |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 157 | 99.4 | 11.0 | 30.8 | 52.7 | 5.5 | 67.8 | | |
| Disabled | 36 | 100.0 | 45.5 | 36.4 | 15.2 | 3.0 | 21.2 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 193 | 99.5 | 17.3 | 31.8 | 45.8 | 5.0 | 59.2 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 192 | 99.5 | 17.4 | 32.0 | 45.5 | 5.1 | 59.0 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 101 | 99.0 | 25.6 | 32.2 | 41.1 | 1.1 | 46.7 | Yes | Yes |
| Full-pay meals | 92 | 100.0 | 9.0 | 31.5 | 50.6 | 9.0 | 71.9 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 193 | 100.0 | 14.4 | 49.4 | 22.2 | 13.9 | 55.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 101 | 100.0 | 19.1 | 46.8 | 22.3 | 11.7 | 51.1 | | |
| Female | 92 | 100.0 | 9.3 | 52.3 | 22.1 | 16.3 | 59.3 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 170 | 100.0 | 12.6 | 49.1 | 23.9 | 14.5 | 57.2 | Yes | Yes |
| African-American | 18 | 100.0 | 33.3 | 50.0 | 11.1 | 5.6 | 33.3 | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 157 | 100.0 | 7.5 | 51.7 | 25.2 | 15.6 | 61.2 | | |
| Disabled | 36 | 100.0 | 45.5 | 39.4 | 9.1 | 6.1 | 27.3 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 193 | 100.0 | 14.4 | 49.4 | 22.2 | 13.9 | 55.0 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 192 | 100.0 | 14.5 | 49.2 | 22.3 | 14.0 | 54.7 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 101 | 100.0 | 24.2 | 56.0 | 15.4 | 4.4 | 42.9 | Yes | Yes |
| Full-pay meals | 92 | 100.0 | 4.5 | 42.7 | 29.2 | 23.6 | 67.4 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 64 | 98.4 | 14.8 | 33.3 | 48.1 | 3.7 | 51.9 |
| | Grade 4 | 71 | 100.0 | 22.1 | 48.5 | 26.5 | 2.9 | 29.4 |
| | Grade 5 | 68 | 100.0 | 29.0 | 46.8 | 24.2 | N/A | 24.2 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 58 | 100.0 | 14.5 | 18.2 | 56.4 | 10.9 | 67.3 |
| | Grade 4 | 67 | 98.5 | 17.5 | 31.7 | 49.2 | 1.6 | 50.8 |
| | Grade 5 | 69 | 100.0 | 19.1 | 45.6 | 32.4 | 2.9 | 35.3 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 64 | 100.0 | 14.8 | 50.0 | 24.1 | 11.1 | 35.2 |
| | Grade 4 | 71 | 100.0 | 14.7 | 47.1 | 27.9 | 10.3 | 38.2 |
| | Grade 5 | 68 | 100.0 | 27.4 | 58.1 | 8.1 | 6.5 | 14.5 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 58 | 100.0 | 14.5 | 56.4 | 23.6 | 5.5 | 29.1 |
| | Grade 4 | 67 | 100.0 | 12.5 | 50.0 | 21.9 | 15.6 | 37.5 |
| | Grade 5 | 69 | 100.0 | 17.6 | 45.6 | 20.6 | 16.2 | 36.8 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 399) | | | | |
| First graders who attended full-day kindergarten | 85.9% | N/C | 100.0% | 100.0% |
| Retention rate | 5.0% | Up from 3.8% | 3.0% | 2.7% |
| Attendance rate | 96.6% | Up from 95.3% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 7.8% | | 4.7% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 7.3% | | 3.2% | 3.5% |
| Eligible for gifted and talented | 15.0% | Up from 12.6% | 15.6% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 12.1% | Down from 14.0% | 9.3% | 8.2% |
| Older than usual for grade | 0.8% | N/A | 0.8% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 28) | | | | |
| Teachers with advanced degrees | 53.6% | Down from 55.2% | 51.8% | 51.4% |
| Continuing contract teachers | 92.9% | Down from 100.0% | 90.9% | 87.5% |
| Highly qualified teachers** | 96.0% | N/A | 94.1% | 95.0% |
| Teachers with emergency or provisional certificates | 3.7% | | 0.0% | 0.0% |
| Teachers returning from previous year | 92.3% | Up from 91.8% | 88.0% | 86.7% |
| Teacher attendance rate | 95.7% | Down from 95.9% | 95.0% | 94.9% |
| Average teacher salary | \$44,638 | Up 1.0% | \$40,885 | \$40,760 |
| Prof. development days/teacher | 13.0 days | Up from 11.3 days | 12.5 days | 12.4 days |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 4.5 | 4.0 |
| Student-teacher ratio in core subjects | 18.6 to 1 | Up from 17.0 to 1 | 19.0 to 1 | 18.9 to 1 |
| Prime instructional time | 90.3% | Up from 89.9% | 90.3% | 90.0% |
| Dollars spent per pupil* | \$7,254 | Up 4.8% | \$5,896 | \$6,044 |
| Percent of expenditures for teacher salaries* | 63.3% | Down from 65.4% | 65.7% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 93.6% | 92.0% |
| Highly qualified teachers in high poverty schools** | N/A | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hagood Elementary School is a K4-5th Title 1 school serving a diverse population of 411 students. We provide a comprehensive, creative curriculum in a safe and nurturing environment. Our motto, "Where the Learning Never Ends," reflects our vision of excellence in building a foundation for lifelong learning and productive citizenship for all students. Hagood Elementary School offers many special programs including music, art, physical education, daycare, Homework Center, English for Speakers of Other Languages, Quest, Brain Boosters, Reading Recovery, speech therapy, computer labs, guidance services, on-site health services, self-contained OH, ED, LD and resource classes, a tutorial program and educational field trips.

Accomplishments for the 2003-04 school year include:

Awarded Exemplary Integrated Arts School by the Kennedy Center

National Board Certification awarded to Susan Martin

Master and Model Reading Renaissance Classrooms awarded to Cathy Evans and Karla Hall

Continued accreditation by Southern Association of Colleges and Schools,

Awarded grants totaling \$7,000.00

Students earned awards: Regional Science Fair, Regional Spelling Bee, Tri-County Track Team, Michelin Invention Convention, District Lakes and Mountains for the Arts Program, State and District Choral Festival Participants Integrated Service Learning at all grade levels

An estimated 75% of our families participated in two school-wide Family Nights.

School day family "Read-Ins" and "Write-Ins" implemented by teachers across grade levels

Attendance incentives awarded

Students qualifying for academic assistance plans were offered after school remediation programs in math and English language arts

Continued to offer rising first-graders the First Steps Jump Start Program

Implemented First Day of School Activities to include families and community

Implemented the Electronic Bulletin Board school-wide to enhance student learning and communication

Instituted "Character Counts," a school-wide Character Education Program

Began a formal Business Relationship through "High Performance Partnership" with the state and local Chambers of Commerce

93% of classified staff members met professional requirements for No Child Left Behind

Administrators held a school-wide hotdog cookout in the spring

Implementation of Student Council including representatives from grades three through five

Grade three participated in "Traveling Trash Bash" to emphasize recycling and environmental awareness

School Improvement Council sponsored "Rally Around the School," a workday for parents and volunteers on school grounds improvements

The 2004-2005 school year promises to be filled with opportunities for exciting and continued school improvement.

Karen D. Jackson, Principal

Kenny Peterman, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 30 | 65 | 53 |
| Percent satisfied with learning environment | 100.0% | 90.8% | 90.2% |
| Percent satisfied with social and physical environment | 100.0% | 95.3% | 94.2% |
| Percent satisfied with home-school relations | 86.7% | 95.3% | 82.0% |

*Only students at the highest elementary school grade level at this school and their parents were included.